

2-12-2009

## UNH Professor Recognized For Distinguished Achievement In Teacher Education

Lori Wright  
*UNH Media Relations*

Follow this and additional works at: <https://scholars.unh.edu/news>

---

### Recommended Citation

Wright, Lori, "UNH Professor Recognized For Distinguished Achievement In Teacher Education" (2009). *UNH Today*. 32.  
<https://scholars.unh.edu/news/32>

This News Article is brought to you for free and open access by the Administrative Offices at University of New Hampshire Scholars' Repository. It has been accepted for inclusion in Media Relations by an authorized administrator of University of New Hampshire Scholars' Repository. For more information, please contact [nicole.hentz@unh.edu](mailto:nicole.hentz@unh.edu).



## UNH Professor Recognized For Distinguished Achievement In Teacher Education

Media Contact: [Lori Wright](#)

603-862-0574

UNH Media Relations

February 12, 2009

---

DURHAM, N.H. - The American Association of Colleges for Teacher Education (AACTE) has named Michael Andrew of the University of New Hampshire as recipient of the 2009 David G. Imig Award for Distinguished Achievement in Teacher Education.

The Imig Award recognizes accomplishments in the field of policy or research in teacher education. The award is named in honor of AACTE President Emeritus David G. Imig.

A professor of education at UNH, Andrew is a pioneer researcher, leader, scholar, and activist for the improvement of teacher education. He was a member of the team that developed the legendary Benchmark Study, which has been widely cited by institutional policy makers and scholars. Pegged back to the 1980s, Andrew and several other researchers tracked teacher education graduates at the 5- and 10-year-out marks. Findings showed that compared with those who completed 4-year programs, graduates of extended programs entered teaching at a higher rate, had higher retention rates, were rated higher by principals, and reported significantly higher rates of engagement in certain teacher-related leadership roles.

Andrew continues to research key elements and components of teacher education programs. In 2005, he wrote "Teacher Preparation -- Transition and Turmoil in the Portrait of a Profession," in which he outlines a number of actions including the idea of creating a system to update, organize, consolidate, and better disseminate a knowledge base for teacher preparation. He also urges colleagues through this work to pay greater attention to the characteristics and dispositions that are prerequisites to good teaching.

"Professor Andrew was the original visionary for the University of New Hampshire's teacher education program," UNH President Mark Huddleston said. "He has encouraged his colleagues to revise and improve various aspects of our program, offering them a springboard toward regional and national recognition in research and service."

Huddleston added, "Much of Professor Andrew's scholarship is informed by his active leadership in teacher education at the state, regional, and national levels, such as the Professional Standards Board, AACTE's Professional Development Committee, and various task forces around New Hampshire. Mike embodies the land-grant mission of teaching, research, and service."

"Dr. Andrew continues to explore the components of teacher education and the difference those components can make in K-12 achievements," said Sharon P. Robinson, president/CEO of AACTE. "His continued dedication and contributions serve as an inspiration to the teacher education community."

The University of New Hampshire, founded in 1866, is a world-class public research university with the feel of a New England liberal arts college. A land, sea and space-grant university, UNH is the state's flagship public institution, enrolling 11,800 undergraduate and 2,400 graduate students.

-30-

